

Grade 3: Curriculum Map

EL Education’s Grades 3–5 comprehensive literacy curriculum is 2 hours per day of content-based literacy:

- Module lessons (60 minutes of daily instruction): explicitly teach and formally assess all standards and strands of the Common Core State Standards (CCSS) for English Language Arts and Literacy
- Additional Language and Literacy (ALL) Block (60 minutes of daily instruction): provides additional practice and differentiated support for all students

The module lessons and ALL Block work together to help students develop literacy skills as they build knowledge about the world.

The ALL Block addresses five areas: independent reading; additional work with complex text; reading and speaking fluency/grammar, usage, and mechanics; writing practice; word study/vocabulary. For additional information on the ALL Block, refer to EL Education’s 3–5 Language Arts Curriculum introduction at the beginning of this book and the Implementing the ALL Block introduction to your Module 1 ALL Block Teacher Guide and Supporting Materials.

Structure of a Module

- Each module provides eight weeks of instruction, broken into three shorter units. Each module includes:
 - A final performance task that is a more supported project, often involving research
 - Six assessments (two per unit), which are almost always “on-demand”; students complete an independent task on reading, writing, speaking, and/or listening

Structure of a Year of Instruction

- There are four modules per grade level.
- Teachers should teach the modules in order, beginning with Module 1 (which lays the foundation for both teachers and students regarding classroom culture and instructional routines).

How to Read This Map

The purpose of this section is to provide a high-level summary of each module and name the standards explicitly taught and formally assessed within them. The charts that follow outline for each module:

- **Focus:** The “focus” is the same across the Grades 3–5 band and signals the progression of literacy skills across the year as well as alignment to the CCSS instructional shifts.
- **Title:** This signals the topic students will be learning about (often connected to social studies or science).
- **Description:** This tells the basic “story” of the eight-week arc of instruction: the literacy skills, content knowledge, and central text(s).
- **Texts:** These texts are ones that all students either read themselves or hear read aloud. The text in bold is the central text for a given module: the text(s) with which students spend the most time. Recall that texts can be complex based on both qualitative and quantitative measures. Texts are listed in order from most quantitatively complex (based on Lexile® measure) to least quantitatively complex. Texts near the bottom of the list are often complex in ways not measured by the Lexile tool: meaning/purpose, text structure, language, and/or knowledge demands. Within a given module, the list shows the wide variety of texts students read, write, and speak about using evidence as they build knowledge about the topic. For a procurement list of specific texts that need to be purchased for use with the curriculum, visit our website.
- **Lexile:** This details the quantitative range of complexity for the given CCSS grade band—in this case, Grades 3–5.
- **Performance Task:** This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are scaffolded, and almost always include peer critique and revision. Performance tasks are not “on-demand” assessments. (Note: The End of Unit 3 Assessment often addresses key components of the performance task.)
- **Unit-Level Assessments**
 - Each unit includes two assessments, most of which are “on-demand” and designed to show what students know or can do on their own.
 - Mid-unit assessments typically, though not always, are reading assessments: text-based answers.
 - End of unit assessments typically, though not always, are writing assessments: writing from sources.
 - Most assessments have a heavy emphasis on academic vocabulary, particularly determining words in context.
 - Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.

Overcoming Learning Challenges Near and Far

- The curriculum map below lists the title of each assessment, CCSS assessed, and the format.
- Selected response (multiple choice questions)
- Short constructed response (short answer questions)
- Extended response (longer writing or essays of the type that is scored using the Grades 3–5 opinion, informative, and narrative writing rubrics (either on-demand or scaffolded))
- Speaking and listening (discussion or oral presentation)
- Scaffolded essay (involving planning, drafting, and revision)
- **Standards:** For each module, the standards formally assessed are indicated with a check mark.

Note: The ALL Block is not shown in this curriculum map because it does not include formal assessments; however, it does include frequent opportunities for informal assessment of the standards, and therefore is a critical component of this comprehensive curriculum. As stated above, the ALL Block for a given module is on the same topic as the module lessons and supports, extends, and works in conjunction with those lessons. Teachers should use assessment results from module lessons as one data point to inform their homogeneous groupings for ALL Block instruction.

Consider spending significant time orienting to this map before the school year begins to determine which standards will repeat and which will not, in order to know where to prioritize time when considering pacing in the module. Pay close attention to those standards addressed only in Module 4 to ensure realistic pacing across the year so these standards are taught and assessed.

	Module 1	Module 2	Module 3	Module 4
Focus	Reading Closely and Writing to Learn	Researching to Build Knowledge and Teach Others	Considering Perspectives and Supporting Opinions	Gathering Evidence and Speaking to Others
Title	Overcoming Learning Challenges Near and Far	Adaptions and the Wide World of Frogs	Exploring Literary Classics	Water Conservation
Description	Students launch the year by building their close reading skills; they hear stories read aloud, read works in their entirety, and read more challenging excerpts closely. Through stories they consider the challenges students face with access to books and education around the world, and how geography and where one lives in the world affect how one accesses books. In Unit 3, students focus more on what it means to be a proficient and independent reader. They continue to read literature about characters who are motivated to learn to read and overcome struggles to do so. Students assess their challenges as readers and identify strategies to overcome those challenges. They write a reading contract in the form of a three-paragraph informative essay, in which they describe two of their learning challenges and some strategies to overcome those challenges, and then create a bookmark outlining the strategies for quick reference when reading.	In this module, students use literacy skills to become experts—people who use reading, writing, listening, and speaking to build and share deep knowledge about a topic. Students begin the module by reading and writing <i>pourquoi</i> narratives to attempt to answer some of their “why” questions about frogs. In Unit 2, students research to find out the real answers to their frog questions and write paragraphs to communicate their research. In Unit 3, students research “freaky” frogs—frogs that have unusual adaptations that help them to survive in extreme environments throughout the world, in expert groups. They demonstrate their expertise through a Freaky Frog book and trading card to educate students in Grades 2 and 3.	What can we learn from reading literary classics? In this module, students consider the answer to this question through a case study of <i>Peter Pan</i> by J.M. Barrie. At the beginning of the module, students read an informational text about the author and historical context. As students read chapters of <i>Peter Pan</i> , they consider how each new chapter builds on the events in previous chapters, and make connections between what they have read in <i>Peter Pan</i> and the issues presented in the informational text. They analyze character traits and actions, and compare their point of view to the point of view of the characters. Once students have finished reading <i>Peter Pan</i> , they write a book review explaining whether or not they would recommend the story to a friend, and participate in a discussion about their opinions of the book. Students finish the module by revising a scene from <i>Peter Pan</i> and creating a presentation explaining why and how they have revised that scene.	This module focuses on the importance of clean freshwater around the world. Students read the text <i>One Well: The Story of Water</i> on Earth and additional informational texts to build background knowledge about freshwater around the world and three water issues: access to water, demands on water, and water pollution. They gather evidence as they research in order to write an opinion essay about the importance of water conservation. At the end of the module, students plan and create a video public service announcement to educate people about their chosen water issue and to encourage people to take action with specific recommendations to solve the problem. For the performance task, students present a live “launch” of the PSA (public service announcement), which includes a personal reflection on why this issue is important and a brief description of the process of creating a public service announcement.
Texts ¹	<ul style="list-style-type: none"> • <i>Rain School, Rumford, James</i> (RL, 420L; one per student) • <i>Nasreen’s Secret School: A True Story from Afghanistan</i>, Winter, Jeanette (RL, 630L; one per student) 	<ul style="list-style-type: none"> • <i>Bullfrog at Magnolia Circle, Dennard, Deborah, and Kristin Kest</i> (RL, N/A, one per student) • <i>Lizards, Frogs, and Polliwogs: Poems and Paintings</i>, Florian, Douglas (RL, N/A; teacher copy only) 	<ul style="list-style-type: none"> • <i>Peter Pan, Barrie, J.M.</i> (RL, N/A, one per student) • <i>Peter Pan in Kensington Gardens</i>, J.M. Barrie (RL, 780L; included in the module materials) 	<ul style="list-style-type: none"> • <i>Water Dance, Locker, Thomas</i> (RL, 310L; teacher copy only) • <i>The Boy Who Harnessed the Wind, Kamkwamba, William and Mealer, Bryan</i> (RL, 910L; teacher copy only)

¹ Texts listed in order: literature first, then informational texts. Both categories shown from most to least quantitatively complex (based on Lexile®). See the Required Texts procurement list for ISBNs, prices, etc.

Overcoming Learning Challenges Near and Far

Texts (Bold indicates texts required for purchase)	<ul style="list-style-type: none"> • Thank You, Mr. Falker, Polacco, Patricia (RL, 650L; teacher copy only) • More Than Anything Else, Bradby, Marie (RL, 660L; teacher copy only) • Waiting for the Biblioburro, Brown, Monica (RL, 880L; teacher copy only) • “<i>More Than Anything Else: Context.</i>” Written by EL Education for instructional purposes (RI, 830L; one per student) • My Librarian Is a Camel: How Books Are Brought to Children around the World, Ruurs, Margriet (RI, 980L; teacher copy only) 	<ul style="list-style-type: none"> • “Why the Poison Dart Frog Is So Colorful.” Written by EL Education for instructional purposes (RL, 680L; included in the module materials) • “Why the Frog Has a Long Tongue.” Written by EL Education for instructional purposes (RL, 670L; included in the module materials) • “Transparent Wonder.” Written by EL Education for instructional purposes. (RI, 510L; included in the module materials) • “All about the Water-Holding Frog.” Written by EL Education for instructional purposes (RI, 620L; included in the module materials) • “The Amazon Horned Frog.” Written by EL Education for instructional purposes. (RI, 630L; included in the module materials) • “Poison Dart Frog.” Written by EL Education for instructional purposes (RI, 620L; included in the module materials) • Everything You Need to Know about Frogs: And Other Slippery Creatures, DK Publishing (RI, 1040L; one per student) 	<ul style="list-style-type: none"> • “<i>Peter Pan: The Author and Historical Context.</i>” Written by EL Education for instructional purposes (RI, 970L; included in the module materials) 	<ul style="list-style-type: none"> • One Well: The Story of Water on Earth, Strauss, Rochelle (RI, 960L, one per student) • “Access to Freshwater.” Excerpt of Plan UK. “The Problems and Solutions to Safe Water in Africa.” Triple Pundit (RI, N/A; included in the module materials) • “Population Growth.” Excerpt of “The Effects of Urbanization on Water Quality: Population Growth.” USGS (RI, N/A; included in the module materials) • “Real Lives: Angola, Africa.” <i>UNICEF</i>. (RI, N/A; included in the module materials) • “Dry Days in Australia.” Ann Weil (RI, N/A; included in the module materials)
Lexile®	Common Core Band Level Text Difficulty Ranges for Grades 3–5 ² : 520L–1010L			
Performance Task	Product: Reading Strategies Bookmark Format: bookmark CCSS: W.3.4, W.3.5	Product: Freaky Frog Book and Trading Card Format: compiled book including pourquoi narrative (from Unit 1), and informative writing (from Units 2 and 3); trading card CCSS: RI.3.7, W.3.2, W.3.3, W.3.4, W.3.6, W.3.8, W.3.10, L.3.6	Product: Presenting a Revised Scene from Peter Pan Format: presentation CCSS: RF.3.4b, SL.3.4, SL.3.6	Product: Water PSA Live Launch Presentation Format: presentation CCSS: SL.3.4, SL.3.6, L.3.3b

² Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

Unit-Level Assessments

	Module 1	Module 2	Module 3	Module 4
Mid-Unit 1	<p>Title: Collaborative Discussions about Independent Reading Books</p> <p>Format: text-based discussion</p> <p>CCSS: SL.3.1a, SL.3.1b, SL.3.1c, SL.3.3, SL.3.6</p>	<p>Title: Reading and Understanding Poetry and Pourquoi Tales</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.10, L.3.4</p>	<p>Title: Answering Questions about a Literary Text</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4</p>	<p>Title: Answering Questions about an Informational Text</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RI.3.1, RI.3.3, RI.3.4, RI.3.7, RI.3.10, SL.3.2, L.3.1a, L.3.4</p>
End of Unit 1	<p>Title: Answering Questions about a Literary Text</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10, L.3.4</p>	<p>Title: Reading and Writing a Pourquoi Tale</p> <p>Format: selected response and on-demand narrative</p> <p>CCSS: RF.3.4, W.3.3, W.3.4, W.3.10, L.3.1g, L.3.3a, L.3.6</p>	<p>Title: Analyzing Characters in Peter Pan</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, L.3.5</p>	<p>Title: Comparing and Contrasting Informational Texts</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RI.3.1, RI.3.2, RI.3.9, RI.3.10, L.3.1a</p>
Mid-Unit 2	<p>Title: Answering Questions and Identifying the Main Idea of an Informational Text</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RI.3.1, RI.3.2, RI.3.4, RI.3.10, and L.3.4</p>	<p>Title: Reading and Researching about Reptiles and Amphibians</p> <p>Format: selected response, short constructed response and research graphic organizer</p> <p>CCSS: RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.10, W.3.8, L.3.1d, L.3.1e, L.3.4</p>	<p>Title: Comparing Two Peter Pan Stories</p> <p>Format: selected response and graphic organizer</p> <p>CCSS: RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f, L.3.4</p>	<p>Title: Examining Point of View</p> <p>Format: selected response and short constructed response</p> <p>CCSS: RI.3.1, RI.3.6, RI.3.10, L.3.5a</p>
End of Unit 2	<p>Title: Informative Paragraph: the Challenge of Accessing Books</p> <p>Format: on-demand informative paragraph</p> <p>CCSS: RI.3.1, RI.3.2, RI.3.10, and W.3.2a, W.3.2b, W.3.2d, W.3.4, W.3.8, W.3.10</p>	<p>Title: Informative Paragraph: Describing Poison Dart Frogs</p> <p>Format: on-demand informative paragraph</p> <p>CCSS: RI.3.1, RI.3.4, RI.3.8, W.3.2, W.3.4, W.3.7, W.3.8, W.3.10, L.3.1d, L.3.1e, L.3.4</p>	<p>Title: Revising a Book Review and Participating in a Text-Based Discussion</p> <p>Format: revising writing and discussion</p> <p>CCSS: RL.3.1, W.3.1c, W.3.5, SL.3.1, L.3.2e, L.3.2f, L.3.2g, L.3.3b</p>	<p>Title: Opinion Essay: Demand for Water and the Importance of Water Conservation</p> <p>Format: on-demand opinion essay</p> <p>CCSS: RI.3.1, W.3.1, W.3.4, W.3.10, L.3.1b</p>
Mid-Unit 3	<p>Title: Informative Paragraph: The Lesson of More Than Anything Else</p> <p>Format: short constructed response</p> <p>CCSS: RL.3.1, RL.3.2, RL.3.3, W.3.2, W.3.10</p>	<p>Title: Informative Paragraph: Describing Freaky Frog Adaptations</p> <p>Format: selected response and on-demand informative paragraph</p> <p>CCSS: RI.3.1, W.3.2, W.3.4, W.3.7, W.3.10, L.3.1d, L.3.1e</p>	<p>Title: Narrative Writing: Revising a Scene from Peter Pan</p> <p>Format: selected response and on-demand narrative</p> <p>CCSS: W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a</p>	<p>Title: Informational Writing: Invitational Letter</p> <p>Format: on-demand informative letter</p> <p>CCSS: W.3.2, W.3.4, W.3.10, L.3.1c, L.3.2b</p>

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End of Unit 3	Title: Recording an Audiobook and Revising Reading Contract Format: reading aloud and revising an essay CCSS: RF.3.3, RF.3.4b, SL.3.5, W.3.2, W.3.5	Title: Informative Essay: Revising and Editing a Description of My Freaky Frog Format: revising an informative essay CCSS: W.3.2, W.3.5, L.3.1.h, L.3.1i, L.3.6	Title: Reading Aloud a New Text for Fluency Format: reading aloud CCSS: RF.3.3, RF.3.4	Title: Water Issue Video PSA Format: informative video CCSS: RI.3.1, SL.3.4, SL.3.6
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Common Core State Standards for ELA & Literacy Formally Assessed, by Module

- In the curriculum map below, any specific CCSS with a check mark indicates that standard is formally assessed in the given module.
- Some standards are formally assessed in multiple modules.
- Because of the integrated nature of the standards, even standards that are not formally assessed are often embedded in instruction throughout every module (e.g., RL/RI.1). Refer to the “Unit-at-a-Glance” in the Unit Overview to determine which standards are addressed (even if not formally assessed) in the instruction of each lesson.
- Some standards are not applicable in an on-demand assessment context since they happen

over a span of time (e.g., R.10 or W.10). In the curriculum map below, these standards are noted as “integrated throughout.”

- Many standards (e.g., W.2) have a main standard and then subcomponents (e.g., W.2a). Sometimes, students’ mastery of the entirety of this standard is scaffolded across multiple modules. Therefore, in the curriculum map below, the “parent” standard is checked only if all components of that standard are formally assessed within that particular module. Otherwise, just the specific components are checked.

Reading Standards for Literature

	Module 1	Module 2	Module 3	Module 4
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓	✓	
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	✓	✓	✓	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	✓		✓	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	✓	✓	✓	
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.		✓	✓	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.			✓	
RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).			✓	
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		✓		

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RI.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).			✓	
RI.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Integrated throughout.			

Reading Standards for Informational Text

	Module 1	Module 2	Module 3	Module 4
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	✓	✓		✓
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	✓			✓
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.		✓		✓
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	✓	✓		✓
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		✓		
RI.3.6 Distinguish their own point of view from that of the author of a text.				✓
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		✓		✓

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).		✓		
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.				✓
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Integrated throughout.			

Reading Standards: Foundational Skills

	Module 1	Module 2	Module 3	Module 4
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	Integrated throughout.			
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.				
RF.3.3b Decode words with common Latin suffixes.				
RF.3.3c Decode multisyllable words.				
RF.3.3d Read grade-appropriate irregularly spelled words.				
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.		✓	✓	
RF.3.4a Read grade-level text with purpose and understanding.		✓	✓	
RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	✓	✓	✓	
RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		✓	✓	

Writing Standards

	Module 1	Module 2	Module 3	Module 4
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.				✓
W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.				✓
W.3.1b Provide reasons that support the opinion.				✓

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	Module 1	Module 2	Module 3	Module 4
W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.			✓	✓
W.3.1d Provide a concluding statement or section.				✓
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	✓	✓		✓
W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	✓	✓		✓
W.3.2b Develop the topic with facts, definitions, and details.	✓	✓		✓
W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	✓	✓		✓
W.3.2d Provide a concluding statement or section.	✓	✓		✓
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		✓	✓	
W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		✓	✓	
W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		✓	✓	
W.3.3c Use temporal words and phrases to signal event order.		✓	✓	
W.3.3d Provide a sense of closure.		✓	✓	
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	✓	✓	✓	✓
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	✓	✓	✓	

	Module 1	Module 2	Module 3	Module 4
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.			✓	
W.3.7 Conduct short research projects that build knowledge about a topic.		✓		
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	✓	✓		
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Integrated throughout			

Speaking and Listening Standards

	Module 1	Module 2	Module 3	Module 4
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.			✓	
SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	✓		✓	
SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓		✓	
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓		✓	
SL.3.1.d Explain their own ideas and understanding in light of the discussion.			✓	

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SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.				✓
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓			
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.				✓
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	✓			
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓			✓

Language Standards

	Module 1	Module 2	Module 3	Module 4
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.				✓
L.3.1b Form and use regular and irregular plural nouns.				✓
L.3.1c Use abstract nouns (e.g., <i>childhood</i>).				✓
L.3.1d Form and use regular and irregular verbs.		✓		
L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.		✓		
L.3.1f Ensure subject-verb and pronoun-antecedent agreement.			✓	
L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		✓		
L.3.1h Use coordinating and subordinating conjunctions.		✓		
L.3.1i Produce simple, compound, and complex sentences.		✓		

	Module 1	Module 2	Module 3	Module 4
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
L.3.2a Capitalize appropriate words in titles.			✓	
L.3.2b Use commas in addresses.				✓
L.3.2c Use commas and quotation marks in dialogue.			✓	
L.3.2d Form and use possessives.			✓	
L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).			✓	
L.3.2f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.			✓	
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.			✓	
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.			✓	
L.3.3a Choose words and phrases for effect.		✓	✓	
L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.			✓	
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	✓	✓	✓	✓
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	✓	✓	✓	✓
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).	✓	✓	✓	✓
L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).	✓	✓	✓	✓
L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	✓	✓	✓	✓
L.3.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.			✓	

Overcoming Learning Challenges Near and Far

	Module 1	Module 2	Module 3	Module 4
L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).			✓	
L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).			✓	
L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i> , <i>believed</i> , <i>suspected</i> , <i>heard</i> , <i>wondered</i>).			✓	
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).		✓		